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also contributed, but theirs are not in the traveling exhibit. The original exhibit consisted only of Chicago and Madison, Wisconsin, work.

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THE EXAMINER'S CATECHISM

C. THE EXAMINATION IN RELATION TO THE TEACHING PROCESS

What processes are involved in writing a satisfactory examination paper?

What is the function of the question in the examining process?

What should be the relation of the type of examination given to the teaching processes involved in the course of instruction?

Is it true that the preparation for examinations requires effort under pressure that often gives new perceptions of the relations of subject-matter?

Are examinations particularly desirable, in that they give pupils training in expressing thought in writing acceptably under pressure?

Is the ability to stand examinations a valuable thing in itself? Should educational experts define objectives of a practical nature in this connection and specify the particular kinds of examinations that train for the attainment of given objectives?

What distinctions should be made with reference to the educational functions of examinations and the mere testing functions?

What value have examinations as a means to the teacher of estimating the success or shortcomings of his own work?

If the final rating of the student's work were based upon class standing and occasional brief tests, what specific values would justify final examinations of a comprehensive character?

To what extent should examinations be used as instruments of control in educational supervision and administration?

What correlation is desirable between examinations and textbooks?

What factors are prominent in determining the results of an examination in composition? In literature?

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